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ABSTRACT

This Virginia document first states the mission of the Child Study Committee (CSC), clarifies its role, and delineates its functions from other existing programs and services. The CSC mission is stated as providing a school-based mechanism to enable school personnel to meet the needs of individual children having difficulty in the educational setting. Committee membership (both required and recommended) is delineated. CSC process is outlined and specific procedures mandated by Virginia's special education regulations are identified. Next, procedural guidelines for making the initial request for assistance from the CSC are provided. Suggested procedures for conducting the initial CSC meeting and follow-up CSC meetings are offered. Next, the relationship of the Child Study Committee to eight other existing programs/services is addressed, including Chapter 1 and Chapter 2 programs, family assessment and planning, and gifted education programs. The final section considers the CSC and student records and confidentiality. A flow chart of the CSC process is attached. Appendices include forms for requesting CSC assistance and documenting meetings; a list of community resources; and separate procedures for infants, toddlers, and preschoolers. (Contains 10 references.) (DB)

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Procedures for Child Study Committees Operating in Virginia

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Virginia Department of Education
November 1993

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Procedures For Child Study Committees Operating In Virginia

Virginia Department of Education
Response to RFP 93-26
November 1993

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PROCEDURES FOR CHILD STUDY COMMITTEES OPERATING IN VIRGINIA

TEAM MEMBERS

Each team member made contributions to the development of this document. However, special thanks goes to Dr. Karen Rooney, Director of the Learning Resource Center, who with input from the team members, developed and edited this document. Dr. Rooney also reviewed and analyzed the comments and suggestions from the field review that resulted in changes and additions that are reflected in this document. Finally, the insights given by the reviews of this document was greatly appreciated.

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INTRODUCTION

In the general sense, "child study" refers to any systematic effort to collect information about a child or group of children and can refer to any number of initiatives in the public school system. This document does not address "child study" as a generic term but refers specifically to the Child Study Committee (CSC) which is required to be in each public school within the Commonwealth of Virginia to assist school personnel in meeting the needs of individual children who are having difficulty in school. Other child study initiatives such as Child Find, Gifted Education and Special Education will be discussed only in their relationship to the Child Study Committee.

Historically, confusion about the purpose, functions and boundaries of the CSC within the context of other existing committees/programs has caused the CSC to function very differently from school to school. Based on observations of Department of Education personnel providing technical assistance in the field, some committees were working as teacher-child assistance teams and others were conducting screenings/evaluations prior to a child being referred for special education eligibility. In response to these concerns, the General Assembly requested that the Department of Education review policy/procedures for Child Study Committees within the Commonwealth of Virginia and review, and revise if needed, the existing document, A Proposal for Child Study in Public School in the Commonwealth of Virginia, which was distributed in November of 1986.

This document, entitled Procedures for Child Study Committees Operating Within the Commonwealth of Virginia, replaces the 1986 document and states the mission of the CSC, clarifies the role of the CSC, and delineates the functions of the CSC from other existing programs and services. This document recommends a process and outlines procedures to operate CSC and is not regulatory.

PURPOSE

The existence of a formal Child Study Committee (CSC) in each school within the Commonwealth of Virginia is required by regulation of the State Board of Education. The CSC provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The committee is child-centered and facilitates a process that results in the implementation of accommodations, services and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodation to extensive intervention and may be available within the public school system or located elsewhere in the community.

Children may be referred to the CSC through a variety of sources but the charge to the committee and the process to be followed is a consistent one, regardless of the referral source. Simply stated, when a child is referred to the CSC, the committee has the responsibility to review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school, to brainstorm solutions, to make recommendations to meet the child's needs, and to monitor/review the results of the recommendations.

COMMITTEE MEMBERSHIP

The CSC is an extremely important, child-centered committee within the school and should be recognized as such by members of the committee as well as other school personnel. In order to be effective, membership must include:

1. the referring source, as appropriate except when the referring source would breach the confidentiality of the student;

2. teachers;

3. the principal or principal's designee; and

4. specialists with expertise in areas such as gifted education, reading, special education, curriculum, Chapter 1, at-risk programs, or pupil personnel services.

It is strongly recommended that committees include the child's parents even if the parent is not the referring source. Other members may be included according to criteria established by the local school or when the special needs of the child identified in the request for assistance to the CSC demand additional information that should be provided by individuals with specialized training or specific knowledge related to the child's problems/needs. Examples of such professionals include (but are not limited to) psychologists, physical therapists, school counselors, occupational therapists, speech/language pathologists, school social workers and medical personnel.

NOTE: A member of the CSC must be knowledgeable about alternative interventions and about procedures required to access programs/services that are available to assist children within the school division and/or community. This may require additional training for staff in general and for CSC members in particular. Caution: If an individual from another service agency, such as Department of Rehabilitative Services or Social Services, is invited to attend and participate in the CSC, then parental consent is required (see section on *Student Records and Confidentiality*).

PROCESS AND PROCEDURES

I. PROCESS

The CSC process is very clear and straightforward. In order to fulfill its role as a problem-solving committee, the members must:

1. analyze problems (e.g., academic/developmental, behavioral, social/emotional) negatively affecting the child's school performance/development by reviewing existing information;

2. generate possible solutions for the identified problems;

3. create a plan for implementation to meet the needs of the child;

4. assist the individuals implementing the plan in any way possible;

5. establish a method to monitor the success of the interventions;

6. appoint a case manager/service coordinator to facilitate implementation and evaluation of the effectiveness of the recommended solutions; and

7. review the child's progress and make adjustments or referrals as needed.

The process is on-going and should be reactivated whenever the program in place is not meeting the child's needs.

II. REGULATORY MANDATES GOVERNING CHILD STUDY COMMITTEES

Certain procedures involving CSC functioning are mandated by Virginia's special education regulations. They are:

1. All referrals to the CSC must be made to the principal or principal's designee.

2. To function, the CSC must have at least three members in attendance.

3. The CSC must meet within 10 administrative working days following the receipt of the referral.

4. Actions by the CSC must be documented in writing and include the information upon which decisions were based.

III. GUIDELINES FOR PROCEDURES FOR INITIAL REQUEST FOR ASSISTANCE FROM THE CHILD STUDY COMMITTEE

Requests for assistance from the CSC may be initiated by any individual who has concerns about a specific child or may be initiated by the child. Typical referring sources are parents, teachers or other school personnel such as principals, school guidance counselors or reading specialists. The process is consistent, regardless of the referring source or the age of the child. The procedures for record review and parent/child contact will allow the principal or the principal's designee to ensure that the composition of the CSC includes the individuals who will be able to address the problems/issues identified in the request for assistance and that sufficient information is available at the time of the meeting for the CSC to take action.

To request assistance from the CSC, the following procedures are recommended:

1. The referring source may request assistance from the CSC at any time during the calendar year. The request may be submitted orally or in writing to the principal or designee and should describe academic/developmental, behavioral and/or social/emotional concerns and document attempts already employed to remedy the problem(s).

2. Upon receipt of the request for assistance and prior to the CSC meeting, the principal or designee reviews the child's educational records, consults with the child's parent(s) or legal guardian if they are not the referring source and, if appropriate, confers with the child. The review of the educational records may include:

    a. a search for information regarding any previous diagnostic evaluations or remedial services;

    b. an examination of health records;

    c. a review of the child's attendance records;

    d. a review of discipline records;

    e. a search for information about school transfers and an effort to assess whether school transfers are relevant to the concerns;

    f. an examination of achievement test scores and grades;

    g. a review of anecdotal records from previous school years;

    h. a review of previous intervention plans;

i. a review of information from community agencies; and

j. a review of teacher narratives or progress reports concerning current classroom functioning.

If the parent(s) or legal guardian is not the referring source, the consultation with the parent(s) or legal guardian may include questions such as:

a. questions designed to determine if the parent(s) or legal guardian shares the concerns identified in the request for assistance from the CSC;

b. questions designed to obtain information about the family functioning which may relate to the concerns;

c. questions regarding the parent(s)' or legal guardian's goals and priorities for the child;

d. questions to determine how school personnel can be helpful to the parent(s) or legal guardian; and

e. questions designed to determine if the parent(s)' or legal guardian's perception of their relationship to the school and its policies.

The date of the parent(s)' or legal guardian's consultation should be noted on the initial request for assistance from CSC and parent responses to the questions should be attached to the request form. If contact is not possible after multiple documented attempts, the CSC meeting should still take place.

If there is a conference with the child, it may include age-appropriate questions such as:

a. questions to determine if he/she likes school or is dissatisfied with school;

b. questions to obtain the child's perception of the areas of concern and how these areas affect school performance; and

c. questions to determine what help the child would request.

The date of the child conference should be noted on the original request form and child's responses should be attached to the request form.

IV. MEETING PROCEDURES

A. Initial Child Study Committee Meeting

Using the problem-solving process, the CSC meeting should follow an agenda that includes:

1. a review of the request for assistance and supporting information;

2. discussion and statement of identified problems in behavioral and measurable terms;

3. discussion of possible causes of identified problems;

4.* the development of an intervention plan which may or may not include referral to other existing programs/services such as Chapter 1, Chapter 2, Gifted Education, and Special Education and Related Services;

5. the development of a method to evaluate the efficiency of the plan;

6. selection of a case manager/service coordinator to facilitate the implementation of the plan; and

7. selection of date for follow-up meeting to assess the efficiency of the plan and make a decision to continue the plan or change the plan.

B. Follow-Up Child Study Committee Meeting(s)

At the follow-up meeting, all relevant information should be reviewed. If the information indicates that the plan is meeting the needs of the child, no further CSC action is needed. If the reports and data indicate that the plan is not meeting the needs of the child, the following actions should be considered:

1. make adjustments in the existing plan;

2. develop a new plan with an appropriate method of evaluation of the efficiency of the new plan;

3.* make a referral to another program/service such as Chapter 1, Chapter 2, Gifted Education and/or Special Education and Related Services; and/or

4. involve community-based supports that might provide additional assistance (See section on *Student Records and Confidentiality*).

Additional follow-up meetings should be scheduled if necessary. For example, if a new plan is devised, a follow-up meeting should be scheduled to assess the effectivness of the new plan.

* The CSC **may not** conduct its own evaluations/screenings to make the determination of whether or not a child has a suspected disability. Rather, the CSC should review the existing performance evidence to make that determination. In addition, the CSC **may not** identify a disability. These are issues which may only be addressed through the evaluation process following the referral to the administrator of special education.

RELATIONSHIP OF THE CHILD STUDY COMMITTEE TO OTHER EXISTING PROGRAMS/SERVICES

The CSC is only one of several school- or community-based programs/services that exist to assist children having difficulty in school. The CSC is a problem-solving committee and is in place to facilitate a process that may or may not include referral to another program/service. The CSC is not established as an automatic referral committee or a holding mechanism to circumvent referrals to other programs/services. The committee should refer a child to other programs/services when the referral is appropriate to meet the child's needs. Finally, it is not required that a child go through CSC in order to access other programs/services.

Other existing programs/services within school divisions may include, but are not limited to, the following:

1. **CHAPTER 1 PROGRAMS:** Chapter 1 programs provide supplemental instruction for students identified as educationally deprived (achievement below expected levels) and may include before and after school programs, summer school programs and staff development. The use of Chapter 1 funds is determined by the local school division and will vary from school division to school division. Eligibility is determined by documentation showing educational deprivation. Each Chapter 1 program will have its own selection criteria, procedures and personnel or it may be organized in such a way that the CSC serves this function and reviews referrals, identifies needs and develops plans of action. Where selection of students for Chapter 1 programs is separate from CSC, the CSC may make a referral to Chapter 1 programs and, if eligible, the CSC and the Chapter 1 personnel should work collaboratively in addressing the needs of the student (20 U.S.C. §2701, 34 Code of Federal Regulations Part 75 et al.).

2. **CHAPTER 2 PROGRAMS:** Chapter 2 programs provide supplemental funds to foster federal, state and local partnerships for school improvement. These funds may be used by local school divisions in seven areas of targeted assistance. The seven educational and instructional areas are:

    a. meet the needs of students at-risk of school failure or dropping out of school;

    b. acquire instructional and educational equipment to improve instruction;

    c. carry out school-wide improvement, including the effective schools process;

d. provide programs of professional training and development;

e. implement programs to enhance student achievement;

f. enhance school climate including gifted and talented programs, technology education, early childhood, youth suicide prevention, and community education programs; and

g. provide training for teachers and counselors of early childhood reading programs.

Each school division determines the targeted area(s) to receive the funds. As a part of the student's intervention plan, the CSC should refer students to those Chapter 2 programs which provide services to students if the student meets the criteria of the targeted program area. The CSC and Chapter 2 personnel should work collaboratively in meeting the needs of students (20 U.S.C. §2911(a), 34 Code of Federal Regulations Part 76 et al.).

*3. **FAMILY ASSESSMENT AND PLANNING TEAMS**: The Comprehensive Services Act for At-Risk Youth and Families created a collaborative system of services and funding that is child-centered, family-focused and community-based when addressing the strengths and needs of troubled and at-risk youth and their families. Within communities, teams of professionals will be meeting together to plan inter-agency services for certain youth and their families. The local Family Assessment and Planning Team, comprised of staff from the local school division, health department, community services board, court service unit, and social services agency, as well as a parent and a private provider, has the responsibility for assessing the strengths and needs of troubled youth and families and identify and determine the complement of services required to meet their unique needs.

The procedures for referral to the Family and Assessment Planning Team are set by the local Community Policy and Management Team. The membership of this team reflects the same agencies, with a parent and a private provider; the Superintendent or designee represents the local school division.

Many of the children and youth served in the public schools require the services of multiple agencies. Students referred to the CSC may have a history with other agencies and every effort should be made to coordinate the efforts of the CSC and the Family Assessment and Planning Team for students served by both groups. At a minimum, information should be shared across groups (see section on *Student Records and Confidentiality*) but it would be beneficial if a member of one group could participate in the meeting of the other group.

In some instances, the CSC may be of the opinion that a certain student may benefit from multi-agency services and may be eligible for referral to the Family Assessment and Planning Team. If this is the case, the CSC should contact the education representative of the Community Policy and Management Team to determine the local policy and procedures for referrals to the Family Assessment and Planning Team, as well as policies for allowing CSC and the Family Assessment and Planning Team to meet simultaneously (§2.1-753 etc. Code of Virginia, 1992).

*4. **GIFTED EDUCATION PROGRAMS:** Each school division has a uniform procedure for screening and identifying gifted students. This determination is made by an Identification/Placement Committee which may operate at the school or division level. The committee is comprised of a professional who knows the student along with gifted education program staff, a school administrator and others deemed appropriate. The purpose of this committee is the identification of gifted students. The committee follows the school division's uniform procedures for the identification of gifted students and also provides an appeal process. The CSC should refer to the Identification/Placement Committee if the committee agrees that the student may be gifted and in need of differentiated and appropriate instructional services. (§22.1-253.13:1 Code of Virginia, 1988 as amended; Regulations Governing Educational Services for Gifted Students, 1986, amended 1993).

*5. **PROGRAMS FOR PERSONS AT-RISK, (PPAR):** In 1990, the Virginia General Assembly passed legislation to improve the delivery of services to students identified as at-risk for educational failure in the Commonwealth: Programs for Persons At-Risk (PPAR) §22.1-279.2 Code of Virginia (1990) as amended. According to this legislation, the intent of the PPAR legislation is to provide "a safety net for at-risk students by ensuring the delivery of prevention, intervention, and retrieval services" to assist students in returning to productive school activities.

The Board of Education's plan for implementation of PPAR is currently being developed. The inter-agency and inter-disciplinary nature of PPAR suggests that teams will meet to address the needs of at-risk students. Once developed, these teams may have their own identification procedures which reviews referrals, identify needs, and develops plans of action. Where these teams operate separately from the CSC, the CSC may make a referral to these teams when appropriate and they should work cooperatively. The CSC and these teams for students at-risk may meet simultaneously as allowed under CSC and PPAR procedures and under applicable confidentiality regulations. (See section on *Student Records and Confidentiality*)

NOTE: The Board of Education will solicit support to fund the PPAR plan during the 1994-1996 biennium of the Virginia General Assembly since funding is required prior to its implementation.

*6. **SPECIAL EDUCATION AND RELATED SERVICES UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), AND SECTION 504 OF THE REHABILITATION ACT OF 1973 (SECTION 504):** If the CSC suspects that a student has a disability that may require special education and related services, then the CSC must refer the student to the administrator of special education for initiation of the evaluation process. Through the evaluation process, a determination is made regarding whether or not a student has a disability and is eligible under IDEA for special education and/or related services. A student may also qualify for special education and related services under Section 504. At no time may the CSC use interventions to delay the referral for initiation of the evaluation process once the determination of a suspected disability is made; however, interventions should be provided, as needed, to assist the student while the student is being evaluated.

When the CSC receives a referral requesting an evaluation to determine whether or not the student is eligible (under IDEA) and/or qualified (under Section 504) for special education and/or related services, then the CSC must make a decision. If the CSC suspects a disability, it must refer the child to the administrator of special education for the initiation of the evaluation process.

If the CSC determines, however, that it does <u>not</u> suspect that the student has a disability, then it may refuse to refer the student for the initiation of the evaluation process. At this time, the parent must be notified in writing of the decision not to initiate the evaluation process and be given a full explanation of the procedural safeguards to include the parent(s)' right to request a due process hearing on the matter of the refusal by the school division to initiate the evaluation process.

The CSC **may not** conduct its own evaluations/screenings to make the determination of whether or not a student has a suspected disability. Rather, the CSC should review the existing performance evidence to make that determination. In addition, the CSC **may not** identify a disability. These are issues which may only be addressed through the evaluation process following the referral to the administrator of special education.

Finally, if the student is not found eligible under IDEA and/or qualified under Section 504, then the CSC should review the assessment information and determine any modifications that may need to be made in the student's intervention plan (*IDEA*: 20 U.S.C.

§1400 et seq.;34 Code of Federal Regulations Part 300 and 301; §22.1-213-221 Code of Virginia, 1950 as amended; Regulations Governing Special Education for Handicapped Children and Youth in Virginia, effective July 1,1990, amended 1991; proposed Regulations Governing Special Education Programs for Children with Disabilities in Virginia, effective January 1994; *Section 504*: 29 U.S.C. §794, 34 Code of Federal Regulations Part 104).

7. **STUDENT ASSISTANCE PROGRAMS:** Student Assistance Program models and services vary widely but usually emphasize prevention and early intervention with students who use or are at high risk to use alcohol and other drugs. Some programs are "broadbrush" and address other risk issues. The Student Assistance Program may have its own identification procedures and personnel or it may be organized in such a way that the CSC serves as the student assistance "core team" which reviews referrals, identifies needs, and develops plans of action. Where the Student Assistance Program operates separately from the CSC, the CSC may make a referral to the Student Assistance Program when appropriate and they should work cooperatively. The CSC and the Student Assistance Team may meet simultaneously as allowed under CSC procedures and under applicable confidentiality regulations related to alcohol and drug abuse (see section on *Student Records and Confidentiality*).

8. **TEACHER ASSISTANCE TEAMS (TAT):** Teacher Assistance Teams provide support and collaboration for teachers who request assistance in matters related to general classroom issues, instruction or curriculum. The purpose of the TAT is the provision of support to teachers. The CSC should make a referral to the TAT when teacher-related, curriculum or instructional issues are identified as factors in the student's difficulties or are issues included in the student's intervention plan.

   Teacher Assistance Teams may have their own rules/identification procedures and may be a separate committee or a CSC that has been appropriately modified.

9. **OTHER PROGRAMS AND SERVICES:** Other programs and services exist in specific school systems or schools but are not statewide initiatives. These programs/services should be utilized as resources by the CSC whenever appropriate to meet the needs of the student. If the CSC makes a referral to other programs/services, those programs/services may have their own rules or identification procedures and may be a separate committee or a CSC which has been appropriately modified.

In addition to school-based programs, community resources may be recommended by the CSC whenever appropriate. Community resources may include but not be limited to the organizations listed in Appendix E.

NOTE: Whenever other programs/services are involved with the CSC, every effort should be made to allow the personnel to work collaboratively and meet simultaneously, keeping in mind the confidentiality requirements when such collaboration is possible. If a student is referred to another program/service and is found to be ineligible for that program/service, the student should be referred back to the CSC for further deliberation and/or action to try to meet the student's needs as identified in the request for assistance from the CSC. If more specific information about an existing program/committee is needed, the local school representative should be consulted.

* Required by federal or state laws.

STUDENT RECORDS AND CONFIDENTIALITY

The Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232g) and Code of Virginia, Title 22.1, Chapter 14, Article 5, establishes student and parental rights with regard to student records. These statutes require that student records be kept confidential, that parents be allowed access to their children's educational records, and that parents be allowed to challenge information kept in their children's records under certain circumstances. Students who are eighteen years of age or older have all rights granted to parents.

Members of the CSC should know these statutes and their detailed implementing regulations, which are found in 34 code of Federal Regulations Part 99 and in the Virginia Board of Education's regulations, Management of the Student's Scholastic Records (1989).

Student educational records are defined as those records that are directly related to a student and maintained by an educational agency or institution (local school division or school) or a party acting for the local school division. This means any information recorded in any way, including, but not limited to, handwriting, print, tape, film, microfilm, and microfiche. Excluded from the definition are records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Both the federal and state regulations address to whom information contained in a student's records can be disclosed. "**Disclosure**" is defined as permitting access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means including oral, written, or electronic means. Personally identifiable information from a student's record may not be disclosed without parental consent unless the federal and state regulations allow such disclosure. "**Personally identifiable information**" means (i) the name of the student, student's parents, or other family members; (ii) the address of the student; (iii) personal identifier, such as the student's social security number or student number; (iv) a list of personal characteristics which would make it possible to identify the student with reasonable certainty; or (v) other information which would permit reasonably certain identification of the student.

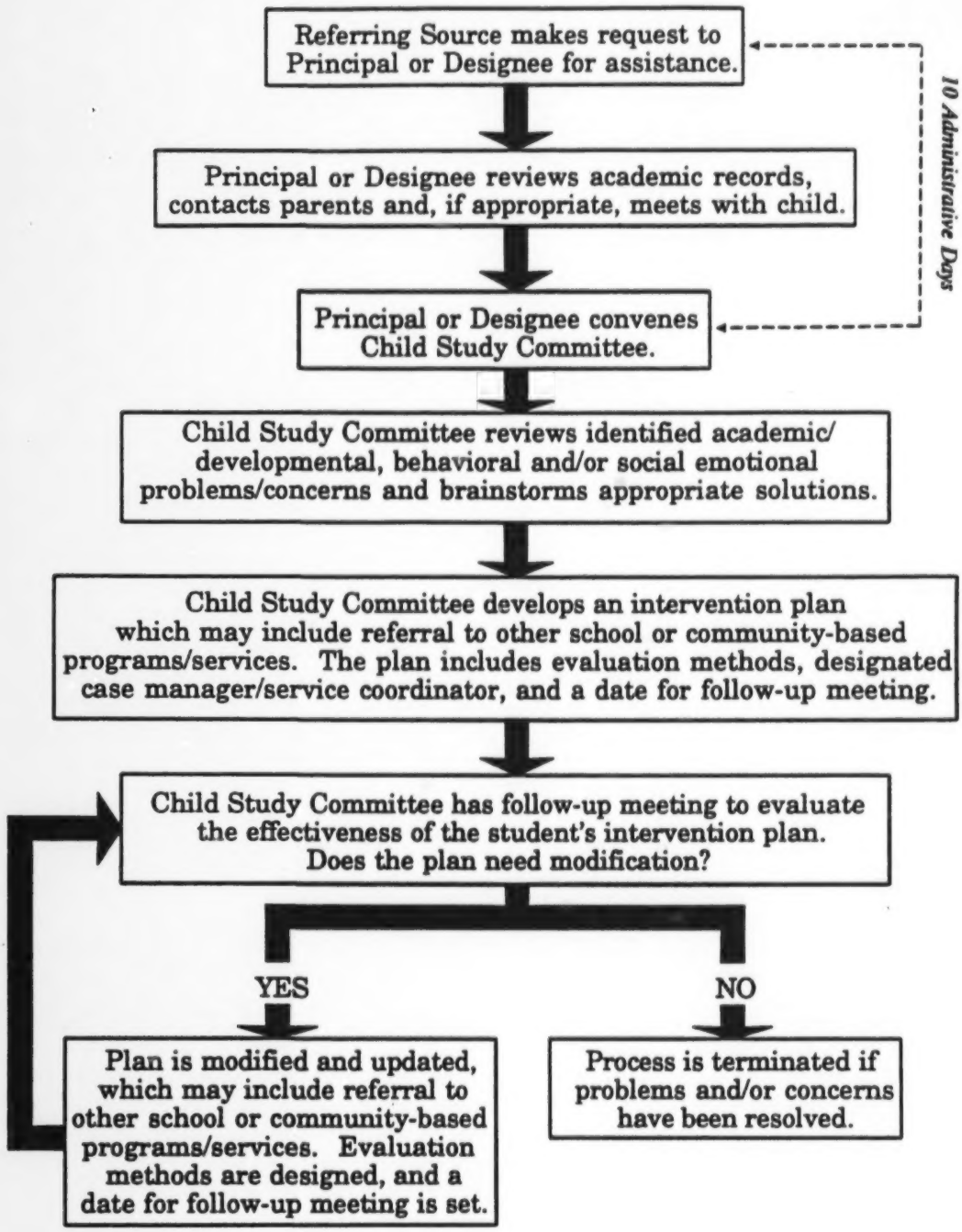
If the CSC is composed only of professional personnel within the school or school division, including teachers, parental consent is not required prior to disclosure of personally identifiable information from the student's records to members of the committee. However, unless an applicable exception can be found in the regulations, if representatives from other agencies are present at the CSC meeting, prior written parental consent must be obtained before information from the child's records can be discussed or otherwise disclosed with the CSC. CSC members who obtain information shall protect the confidentiality of such information. It should not be shared with other professionals in the school or school division unless those persons are determined to have legitimate educational interests in the student.

It is also important for the CSC to be aware that there are two federal laws and corresponding regulations (42 U.S.C. §290 dd-3 and ee-3; 42 C.F.R. Part 2) that guarantee the strict confidentiality of persons receiving alcohol and other drug services from a federally-assisted program including treatment or rehabilitation programs, programs within general hospitals, school-based programs, and private practitioners who hold themselves out as providing, and provide alcohol or drug abuse diagnosis, treatment or referral for treatment.

Except under certain limited circumstances, these laws protect any information about a student if the student has applied for or received any alcohol or other drug-related services--including diagnosis, treatment or referral for treatment--from a covered program. The restrictions on disclosure apply to any information, whether or not recorded, that would identify the student as an alcohol or other drug user, either directly or by implication. Disclosure includes communicating patient identifying information, affirmative verification of another person's communication of any patient identifying information, or the communication of any information from the record of a patient who has been identified.

Child Study Committees should have available to them copies of all the laws and regulations related to confidentiality.

CHILD STUDY COMMITTEE PROCESS


Referring Source makes request to Principal or Designee for assistance.
10 Administrative Days
Principal or Designee reviews academic records, contacts parents and, if appropriate, meets with child.
Principal or Designee convenes Child Study Committee.
Child Study Committee reviews identified academic/ developmental, behavioral and/or social emotional problems/concerns and brainstorms appropriate solutions.
Child Study Committee develops an intervention plan which may include referral to other school or community-based programs/services. The plan includes evaluation methods, designated case manager/service coordinator, and a date for follow-up meeting.
Child Study Committee has follow-up meeting to evaluate the effectiveness of the student's intervention plan. Does the plan need modification?
YES
NO
Plan is modified and updated, which may include referral to other school or community-based programs/services. Evaluation methods are designed, and a date for follow-up meeting is set.
Process is terminated if problems and/or concerns have been resolved.

NOTE: Additional intervention/evaluation plans are developed as needed and a follow-up meeting is set after each modified plan has been developed in order to evaluate the student's progress.

DATE RECEIVED BY PRINCIPAL OR DESIGNEE
___/___/___

COMPLETED BY REFERRING SOURCE

APPENDIX A

(Sample Form)

CHILD STUDY COMMITTEE
INITIAL REQUEST FOR ASSISTANCE

Student's Name: _____ Date of Birth: ___/___/___

Referring Source's Name: _____

Relationship to Student: _____ Date Completed: ___/___/___

Grade: _____ Age: _____ School: _____

Subject Area(s) of Concern (if appropriate): _____

Directions: List the academic/developmental, behavioral, and social/emotional problems and/or concerns you have about the student in the chart below and any attempts including interventions and teacher/parent involvement that have been made to resolve these problems and/or concerns. Please number each problem or concern separately. (Use back of the form if necessary)

Problems/Concerns	Attempts at Resolution (give dates)

Signature of referring source or of person completing this form if this request is made orally or by phone:_____

NOTE: Submit this request to the principal or designee.

Problems/Concerns	Attempts at Resolution (give dates)

(Sample Form)

APPENDIX B

COMPLETED BY PRINCIPAL OR DESIGNEE

CHILD STUDY COMMITTEE
INITIAL REQUEST FOR ASSISTANCE
RECORDS REVIEW AND CONTACTS BY PRINICPAL OR DESIGNEE

Student's Name: _____ Teacher: _____

Address: _____ Phone: _____

Referring Source's Name: _____ Student ID #: _____

Parent's Name: _____

Grade: _____ School: _____

___/___/___ Date Initial Referral Received By Principal or Designee

___/___/___ Date of Initial Child Study Committee Meeting

Directions: The following information is completed after a request for assistance is received and prior to the Child Study Committee meeting.

I. REVIEW OF EXISTING EDUCATIONAL RECORDS AND DATA:

_____ yes _____ no Previous evaluations and assessments (Category I and II records)
If yes, attach or summarize data:

_____ yes _____ no Significant health data (Category I and II records)
If yes, describe:

_____ good _____ poor Attendance records
If poor, explain:

_____ yes _____ no Discipline records
If yes, summarize data:

_____ yes _____ no School transfers
If yes, list and give date(s) of transfer:

Review of Achievement Scores/Summary

Reading: Writing: Other:

Math: Spelling:

Review of Current Grades and Classroom Performance

Classroom Assignments:

Homework Assignments:

Notebooks:

Portfolio:

Projects:

Tests/Quizzes:

Typical anecdotal comments from previous reports (including report cards):

Note: Reviewing classroom observation information may be helpful.

II. PROCEDURAL STEPS:

1. __/__/__ Date of Parental Contact
   ___ yes ___ no Summary of contact attached.

2. __/__/__ Date of Student Meeting (if appropriate)
   ___ yes ___ no Summary of meeting attached.

3. List appropriate members needed to be present for the Child Study Committee meeting to review the identified academic, behavioral, and social/emotional problems and/or concerns.

   Referring Source: _____

   Principal/Designee: _____

   Teacher(s): _____

   _____

   Specialist(s): _____

   _____

   Others: _____

(Sample Form)

APPENDIX C

COMPLETED BY CHILD STUDY COMMITTEE

CHILD STUDY COMMITTEE INITIAL MEETING

Student's Name: _____ Student ID #: _____

Referring Source's Name: _____

Case Manager/Service Coordinator: _____

___/___/___ Date Initial Referral Received By Principal or Designee

___/___/___ Date of Initial Child Study Committee Meeting

___/___/___ Date for Follow-up Review by the Child Study Committee

CHILD STUDY COMMITTEE MEETING PROCEDURES:

1. List the academic/developmental, behavioral, social/emotional problems and/or concerns stated on the request for assistance on the worksheet below.

2. Identify and list possible causative factors for each problem and/or concern.

3. Brainstorm any possible solutions and/or interventions for each identified problem and/or concern and record the selected solutions and/or interventions in the appropriate column on the worksheet. This includes identifying referral(s) to any other services and/or programs.

4. List the method to be used to monitor the success of each solution and/or intervention on the worksheet.

5. Appoint a case manager/service coordinator and record name/position on the worksheet.

6. Set date for follow-up review by Child Study Committee and record the date in the appropriate space at the top of this page.

WORKSHEET/MINUTES			
Problems/Concerns	Possible Causes	Solutions	Method to Monitor

WORKSHEET/MINUTES Cont.			
Problems/Concerns	Possible Causes	Solutions	Method to Monitor

Summary of information upon which the decisions are based:

CHILD STUDY COMMITTEE SIGNATURES:

Referring Source: _____

Principal/Designee: _____

Teacher(s): _____

Specialist(s): _____

Others: _____

(Sample Form)

APPENDIX D

COMPLETED BY CHILD STUDY COMMITTEE

CHILD STUDY COMMITTEE FOLLOW-UP MEETING

Student's Name: _____ Student ID #: _____

Referring Source's Name: _____

Case Manager/Service Corrdinator: _____

___/___/___ Date Initial Referral Received By Principal or Designee

___/___/___ Date of Follow-Up Child Study Committee Meeting

___/___/___ Date of Next Follow-Up Child Study Committee Meeting

CHILD STUDY COMMITTEE FOLLOW-UP MEETING PROCEDURES:

1. Review the previous intervention plan developed by the Child Study Committee.
2. If no adjustments are needed, the committee may decided to continue the intervention plan but terminate the process if the student's problems and/or concerns have been resolved.
3. If adjustments are needed, the committee will identify and list any adjustments that need to be made in the student's intervention plan. This may include referral(s) to other school or community-based services and/or programs.
4. List the method to be used to monitor the success of the adjustments to the student's intervention plan.
5. Set date for next follow-up review by Child Study Committee and record date in the appropriate space above.

WORKSHEET/MINUTES

1. _____ yes _____ no Do adjustments need to be made in the student's intervention plan?

   A. If **yes**, describe below the modification and methods to evaluate the effectiveness of the modifications at the next follow-up review meeting of the Child Study Committee.

Modifications	Method to Monitor/Evaluate

WORKSHEET/MINUTES Cont.

Modifications	Method to Monitor/Evaluate

B. If **no**, describe results of the intervention plan and the recommendation(s) of the Committee:

2. _____ yes _____ no Is any type of referral(s) to other school services and/or programs appropriate? If yes, describe below:

3. _____ yes _____ no Is any type of referral(s) to community-based services and/or programs appropriate? If yes, describe below:

Summary of the information upon which these decisions are based:

CHILD STUDY COMMITTEE SIGNATURES:

Referring Source: _____

Principal/Designee: _____

Teacher(s): _____

Specialist(s): _____

Others: _____

APPENDIX E

COMMUNITY RESOURCES

The following list of community resources is not intended to be exhaustive, but to provide the Child Study Committee with a starting point. Some of those listed may or may not be in your area and may have varying eligibility criteria.

STATE GOVERNMENT:

Council on Child Day Care and Early Childhood Programs
(804) 371-8603

Department of Deaf and Hard of Hearing
(804) 225-2570

Department of Education
(800) 292-3820

Governor's Employment and Training Department
(804) 367-9800

Department of Medical Assistance Services (Medicad)
(800) 343-0634

Department of Mental Health, Mental Retardation and Substance Abuse Services
(800) 451-5544

Department of Rehabilitative Services
(800) 552-5019

Department for Rights of Virginians with Disabilities
(800) 552-3964 (Information and Referral)

Department of Social Services
(804) 662-9204

Department for the Visually Handicapped
(800) 622-2155

Department of Youth and Family Services
(804) 371-0700

Virginia Assistive Technology System
(800) 435-8490

Virginia Department of Health (Children Speciality Services)
(804) 786-3691

Virginia State Library for the Visually & Physically Handicapped
(800) 552-7015

Woodrow Wilson Rehabilitation Center
(800) 345-9972

LOCAL GOVERNMENT:

Community Policy Management Teams

Community Services Boards
- Mental Health Services/Programs
- Mental Retardation Services/Programs
- Substance Abuse Services/Programs

Early Intervention Programs

Family Assessment and Planning Teams

Headstart Program

Health Department and Clinics

Job Training Assistance Programs (JTPA)

Juvenile and Domestic Relations Court

Social Services Department

Recreation and Park Programs

Youth Services/Offices on Youth

OTHERS:

Big Brother/Big Sister Programs

Boys Clubs

Camp Easter Seal

Child Development Centers

Children Speciality Services Clinics

Churches and Synagogues

Counseling Services

Hospital Clinics

Mental Health Clinics

Parent Teacher Associations

Private Practioners/Clinics

Recreational/Social Development Groups

Self Help Groups

Support Groups

United Way

University/College Programs

Virginia Literacy Council

YMCA/YWCA

Textbooks on Tape: Recordings for the Blind
Princeton, NJ
(609) 452-0606

APPENDIX F

INTERVENTION RESOURCES

The following references contain information on interventions and strategies that may be useful to the Child Study Committee as it looks at developing an intervention plan to address the academic/developmental, behavioral, and social/emotional problems of students. This is only a partial listing.

Barkley, R. A. (1981). Hyperactive children: A handbook for diagnosis and treatment. New York: Guilford Press.

Beck, Ray. Project RIDE. Responding to Individual Differences in Education. Longmont, Colorado: Sopris West Inc.

Bos, C.S. & Vaughn, S. (1991). Strategies for teaching astudents with learning and behavior problems. Boston: Allyn & Bacon.

DeBran, Jadern, Larson. (1989). You Can Handle Them All. The Master Teacher, Inc.

Garber,S.W., Garber, M.D. & Spizman, R.F. (1990). If your child is hyperactive, inattentive, impulsive, distractible. New York: Villard Books.

Goldstein, S. & Goldstein, M. (1990). Managing attention disorders in children. New York: John Wiley & Sons.

Mercer,C.D. & Mercer, A.R. (1993). Teaching students with learning problems. New York: Merrill Publishing Company.

McCarney, Stephen B., Cummins, Kathy K. (1988). The Pre-Referral Intervention Manual. Columbia, Mossouri: Hawthorne Educational Services.

Osman, B.B. (1982). No one to play with. New York: Randon House.

Wallace, G. (Ed.). (1989). Study Skills (Special Issue). Academic Therapy, 24 (4).

JOURNALS

The following is a partial listing of journals that may contain interventions that may be useful to the Child Study Committee.

Exceptional Children

Intervention

Journal of Learning Disabilities

Journal of Reading

Journal of Special Educaiton

Remedial and Special Education

Teaching Exceptional Children

APPENDIX G

INFANTS, TODDLERS AND PRESCHOOLERS AND THE CHILD STUDY COMMITTEE

Procedures for CSC for children below mandatory school age follow the same CSC process and procedures for school-age students. As with school age-students, a request for assistance may be made by any individual who has concerns about a child. Again requests may be submitted orally or in writing.

Since parents are frequently the referring source for infants, toddlers and preschoolers, school administrators need to be aware that some parents may be calling for information while others are making a referral for evaluation and consideration of eligibility for early childhood special education services. If this is a request for special education and related services, the procedures described on page 12 under *Special Education and Related Services Under IDEA and Section 504* should be followed. Parents should be informed at the initial contact that this request for assistance (often referred to as "a referral") may result in a review by the CSC and/or a referral for a full evaluation to determine eligibility for special education and related services. All parental contacts should be documented for reference.

Issues Related to Requests for Assistance for Infants and Toddlers Not Receiving Part H Services Under IDEA

School divisions are not permitted to refuse a request for assistance (referral) just because a child is below age two. Virginia special education regulations regarding child find state that "Each local school division shall maintain an active and continuing child find program designed to identify, locate, and evaluate those children from birth to 21, inclusive, who are in need of special education and related services."

School divisions must participate in the development of local interagency agreements which detail responsibility for child find below age two. If the responsibility for receiving requests for assistance rests with another local entity, it is the responsibility of the local school division to refer the parent or referring source to the appropriate entry point, or to accept the request on behalf of the Part H system in accordance with the local interagency agreement. All requests should be documented for reference.

Issues Related to Requests for Assistance for Toddlers Who Are Transitioning from Part H Services Under IDEA

Virginia regulations require that children who are two on or before September 30 of the school year and who meet Part B eligibility criteria under IDEA receive special education and related services. It is the responsibility of the local Part H system to refer two year old children to determine eligibility for special education and related services in a timely manner to the special education

administrator. Timely referrals enable school officials to determine eligibility and, if eligible, develop IEPs prior to the start of the school year. Therefore, referrals from a Part H provider to determine eligibility for special education and related services should be made by April 1 unless local interagency procedures and agreements reflect other timelines which result in the completion of the process prior to the opening of school; however, referrals received after April 1 still need to be processed according to state special education regulations. It is the responsibility of the school division to accept referrals, determine eligibility, develop an IEP (if eligible), and begin services in accordance with dates identified in the IEP.

Toddlers receiving Part H services under IDEA may not need to be referred to the CSC because the child is already known to have a disability and developmental assessment information already exists. Thus, the child may be referred directly to the special education administrator to begin the eligibility process for special education and related services without going through the CSC.

Issues Related to Requests for Assistance for Preschoolers Not Enrolled in Public School or Other Programs

Requests for assistance for preschoolers not enrolled in public school services may require the collection of information in order for the CSC to determine if they suspect a disability and then make a referral to the special education administrator for evaluation to determine eligibility for special education and related services. Since the child is not enrolled in school or in early intervention services, insufficient information about the child's development may exist. In this circumstance, information including anecdotal information from the parent or other sources may be collected prior to the meeting of the CSC.

The CSC may **not** utilize any individual evaluation and/or screening instruments in order to determine if a child needs to be referred for special education and related services. However, the school division may schedule regularly occurring mass screenings (e.g., monthly, every other Friday) and a recommendation of the CSC may be that the child participate in the next regularly scheduled mass screening with a scheduled follow-up by the CSC; however, the school division must adhere to the timelines for convening the CSC following a request for assistance. Participation in a mass screening is not considered an individual evaluation and/or screening, even if only one child participates, as long as the mass screening is routinely scheduled and available to all children residing in the locality.

If the CSC suspects the child has a disability, the CSC must refer the child to the special education administrator for evaluation to determine eligibility for special education and related services.

Child Study Committee Following Mass Screening

As a part of their child find efforts, some local school divisions routinely hold mass screening or "child checks" in which a large number of children may be screened, using the same instruments, during a brief one or two day period. A large number of requests to the CSC may result. In this situation, timelines for CSC still apply.

Issues Related to Requests for Assistance for Preschoolers Enrolled in Public School or Other Programs

Requests for assistance for preschoolers enrolled in Chapter 1, Even Start, school-based Head Start, or other public school early childhood programs should be handled in the same manner as requests of assistance for school-aged students.